

1998 School Report Card

**BROADMOOR JUNIOR HIGH SCHOOL
PEKIN PUBLIC SCHOOL DIST 108
PEKIN, ILLINOIS**

The Better Schools Accountability Law (Section 10-17a of the School Code) requires all public school districts to report on the performance of their schools and students through school report cards.

This report card includes information about the students, the instructional setting, the finances and student performance in your school and/or district and the state. Some financial information is from 1996-97, which is the most recent available. State averages in this report are based on information from regular public schools only which exclude private and other special-purpose public schools.

Generally, elementary districts have grades prekindergarten through eight; high school districts have grades nine through twelve; and unit districts have grades prekindergarten through twelve. BROADMOOR JUNIOR HIGH SCHOOL is in an Elementary district. The grades in this school are 7 8.

About the Students

Racial/Ethnic Background and Total Enrollment

White non-Hispanic, Black non-Hispanic, Hispanic, Asian/Pacific Islander and Native American (American Indian/Alaskan Native) are the major racial-ethnic groups in Illinois public schools. Enrollments were reported as of September 30, 1997.

	White	Black	Hispanic	Asian/P. Islander	Native American	Total Enrollment
School	98.8%	0.0%	0.5%	0.7%	0.0%	434
District	98.9%	0.2%	0.5%	0.3%	0.1%	4,174
State	62.6%	20.8%	13.3%	3.2%	0.2%	1,951,998

Low-Income and Limited-English-Proficient Students

Low-Income students are from families receiving public aid, living in institutions for neglected or delinquent children, being supported in foster homes with public funds, or eligible to receive free or reduced-price lunches.

Limited-English-Proficient students are those found to be eligible for bilingual education.

	Low-Income	Limited-English-Proficient
School	30.2%	0.0%
District	38.0%	0.0%
State	36.3%	6.3%

Attendance, Mobility and Chronic Truancy

A perfect **attendance** rate (100%) means that all students attended school every day.

The student **mobility** rate is based on the number of students who enroll in or leave a school during the school year. Students may be counted more than once.

Chronic truants are students who were absent from school without valid cause for 10% or more of the last 180 school days.

	Attendance	Mobility	Chronic Truancy	Number of Chronic Truants
School	92.8%	14.1%	1.1%	5
District	94.8%	13.7%	0.8%	32
State	93.9%	18.2%	2.3%	43,167

About the Instructional Setting

Average Class Size

Average class size is the total enrollment for a grade divided by the number of classes for that grade reported for the first school day in May.

	Kindergarten	Grade 1	Grade 3	Grade 6	Grade 8
School					26.3
District					28.2
State					23.5

Time Devoted to the Teaching of Core Subjects (Minutes per Day)

Time devoted to the teaching of core subjects is the average number of minutes of instruction per 5-day school week in each subject area divided by 5. English includes all language arts courses.

Grade	Mathematics			Science			English			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
School			60			60			60			60
District			60			60			60			60
State			48			44			90			45

Contact with Parents

There was personal contact between 99.0% of students' parents/guardians and the school staff during the school year. For comparison, other figures were 97.1% for your district and 95.5% for the state. "Personal contact" includes parent-teacher conferences, parental visits to school, school visits to home, telephone conversations, and written correspondence.

Teachers by Racial/Ethnic Background and Gender (Information is Based on Full-Time Equivalent)

Teachers include all school personnel categorized by the district as classroom teachers.

	White	Black	Hispanic	Asian/P Islander	Native American	Male	Female	Total Number
District	100.0%	0.0%	0.0%	0.0%	0.0%	14.9%	85.1%	262
State	84.8%	11.3%	3.1%	0.7%	0.1%	24.8%	75.2%	116,574

Categorization of Districts by Type and Size (Enrollment)

This is provided to clarify information found in the next three tables.

District Type	Small	Medium	Large
Elementary	Under 279	279-1745	Over 1745
High School	Under 629	629-2764	Over 2764
Unit	Under 555	555-1780	Over 1780

Teacher/Administrator Characteristics

Teacher data in this section include classroom teachers plus other teachers such as those specializing in art, physical education, music, etc.

	Average Teaching Experience	Teachers with Bachelor's Degree	Teachers with Master's & Above	(3) Pupil-Teacher Ratio: Elementary	Pupil-Certified Staff Ratio	Pupil-Administrator Ratio
District	17.3 Yrs.	65.2%	34.8%	19.3:1	13.7:1	278.3:1
Type (1)	14.1 Yrs.	54.6%	45.4%	19.2:1	14.5:1	230.3:1
Size (2)	14.1 Yrs.	50.5%	49.5%	20.0:1	14.9:1	246.2:1
State	15.0 Yrs.	53.5%	46.3%	20.0:1	14.6:1	250.6:1

Teacher/Administrator Salaries (Information Is Based On Full-time Equivalents)

	Average Teacher Salary	Average Administrator Salary
District	\$37,160	\$69,220
Type (1)	\$41,883	\$74,222
Size (2)	\$43,571	\$75,787
State	\$43,806	\$73,423

- (1) Average for all Elementary Districts.
- (2) Average for all Large Elementary Districts.
- (3) Special education teachers are excluded.

About the School District's Finances

Average Financial Indicators

Equalized Assessed Valuation (1995) includes all computed property values, less homestead exemptions and adjustments for tax abatements, upon which a district's local tax rate is calculated.

Total School Tax Rate (1995) is a district's total tax rate as it appears on local property tax bills.

Instructional Expenditure (1996-97) includes the direct costs of teaching pupils or the interaction between teachers and pupils. Instruction has a very narrow and restrictive definition.

Operating Expenditure (1996-97) includes Instructional Expenditures, costs of Pupil Support Services, Instructional Staff Support Services, School Administration, Business Support Services, Central Support Services, Community Services, Debt Services, Payments to Other Governmental Units for Services Provided, and Central Administration Services.

All the above are divided by the 9-month Average Daily Attendance to derive the per pupil figures.

	Equalized Assessed Valuation Per Pupil	Total School Tax Rate Per \$100	Instructional Expenditure Per Pupil	Operating Expenditure Per Pupil
District	\$60,939	\$3.03	\$3,021	\$5,068
Type (1)	\$159,266	\$2.89	\$3,466	\$5,980
Size (2)	\$159,048	\$3.06	\$3,505	\$6,124
State	N/A(3)	N/A(3)	\$3,747	\$6,281

(1) Average for all Elementary Districts.

(2) Average for all Large Elementary Districts.

(3) State averages are not meaningful because of overlaps in dual (elementary and high school) districts.

Expenditure by Function, 1996-97

	District	District	State
Instruction	\$11,421,710	48.3%	47.6%
General Administration	\$618,632	2.6%	2.6%
Supporting Services	\$7,083,583	30.0%	32.0%
Other Expenditures	\$4,518,516	19.1%	17.8%

Expenditure by Fund, 1996-97

	District	District	State
Education	\$19,468,123	82.3%	73.0%
Operations & Maintenance	\$1,686,116	7.1%	8.7%
Transportation	\$912,750	3.9%	3.4%
Bond and Interest	\$1,165,292	4.9%	4.8%
Rent	\$0	0.0%	0.4%
Municipal Ret./Soc. Security	\$290,370	1.2%	1.7%
Fire Prevention & Safety	\$119,790	0.5%	1.8%
Site & Constr./Cap. Improve.	\$0	0.0%	6.3%

TOTAL

\$23,642,441



About the Academic Performance of Students

Caution should be exercised when interpreting the achievement data of smaller schools or districts. The performance of a small number of students can substantially affect average scores. Thus, changes from one year to the next may be due to the performance of a small group of students.

Illinois Goal Assessment Program (IGAP)

IGAP Average Scores for 1997-98

Average IGAP scores in reading, mathematics, science, and social sciences are reported on a 0-500 scale. Average scores for writing are reported on a 6-32 scale. The comparison score band can be used to compare a school's score to the state average score. For example, if the state average falls within the range of a school's comparison score band, then it means that the school's performance does not differ significantly from the state's. On the other hand, if the state average does not fall within the range of a school's comparison score band, then the school's performance differs significantly from the state's. School-to-district comparisons may be made in the same way. "%Scores" in the following tables represent the percent of students whose scores are reported in the tables.

Grade 3: Third grade enrollment when test was administered:

	Reading			Mathematics			Writing		
	Score	Band	%Scores	Score	Band	%Scores	Score	Band	%Scores
School									
District									
State									

Grade 4: Fourth grade enrollment when test was administered:

	Science			Social Sciences		
	Score	Band	%Scores	Score	Band	%Scores
School						
District						
State						

Grade 6: Sixth grade enrollment when test was administered:

	Reading			Mathematics			Writing		
	Score	Band	%Scores	Score	Band	%Scores	Score	Band	%Scores
School									
District									
State									

Grade 7: Seventh grade enrollment when test was administered: 222

	Science			Social Sciences		
	Score	Band	%Scores	Score	Band	%Scores
School	262	252-272	82.9	273	259-287	83.3
District	259	251-267	88.2	270	260-280	87.7
State	260		86.5	261		86.4

Grade 8: Eighth grade enrollment when test was administered: 211

	Reading			Mathematics			Writing		
	Score	Band	%Scores	Score	Band	%Scores	Score	Band	%Scores
School	235	221-249	91.9	299	287-311	93.8	24.6	24.2-25.0	91.5
District	247	237-257	93.8	306	298-314	94.0	25.2	25.0-25.4	92.9
State	237		85.8	290		86.0	24.5		84.8

IGAP State Performance Standards

Based on their IGAP scores, students are placed in one of three levels: Level 1 (do not meet state goals for learning); Level 2 (meet state goals); and Level 3 (exceed state goals). The cut-off scores for these levels were established with the help of Illinois elementary and secondary educators. The distribution of students at each level is shown in the following tables.

Grade 3	Reading			Mathematics			Writing		
	%Do not meet goals	%Meet goals	%Exceed goals	%Do not meet goals	%Meet goals	%Exceed goals	%Do not meet goals	%Meet goals	%Exceed goals
School									
District									
State									

Grade 4	Science			Social Sciences		
	%Do not meet goals	%Meet goals	%Exceed goals	%Do not meet goals	%Meet goals	%Exceed goals
School						
District						
State						

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Grade 6	Reading			Mathematics			Writing		
	%Do not meet goals	%Meet goals	%Exceed goals	%Do not meet goals	%Meet goals	%Exceed goals	%Do not meet goals	%Meet goals	%Exceed goals
School									
District									
State									

Grade 7	Science			Social Sciences		
	%Do not meet goals	%Meet goals	%Exceed goals	%Do not meet goals	%Meet goals	%Exceed goals
School	7	64	29	6	56	37
District	8	63	29	7	56	37
State	12	54	34	15	48	37

Grade 8	Reading			Mathematics			Writing		
	%Do not meet goals	%Meet goals	%Exceed goals	%Do not meet goals	%Meet goals	%Exceed goals	%Do not meet goals	%Meet goals	%Exceed goals
School	30	54	16	9	64	28	8	65	27
District	26	55	20	5	64	30	5	61	34
State	30	53	17	12	63	25	12	59	29

Areas for Planned Improvement for the School and District

Based on the school's improvement plan, areas of success and areas for planned improvement are provided below and/or on a separate sheet by your school and district.